DOCUMENT RESUME

ED 467 016 HE 035 106

TITLE	Critical Issue Bibliography (CRIB) Sheet: Multiculturalism and the Curriculum.
INSTITUTION	ERIC Clearinghouse on Higher Education, Washington, DC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2001-12-00
NOTE	6p.
AVAILABLE FROM	For full text: http://www.eriche.org.
PUB TYPE	ERIC Publications (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Cultural Awareness; *Curriculum; Curriculum Development; *Diversity (Student); *Higher Education; *Multicultural Education; Resources

ABSTRACT

This Critical Issue Bibliography (CRIB) Sheet focuses on resources that help infuse the college curriculum with a multicultural perspective. Creating a multicultural environment depends on many factors, but curriculum is an essential aspect of multiculturalism. The annotated bibliography describes 12 resources, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Multiculturalism and the Curriculum

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A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Multiculturalism and the Curriculum

Creating a multicultural environment is a priority for most college campuses. Many people conceptualize this issue purely in terms of numbers of student or faculty of color--essentially recruitment. Others tend to focus on the curriculum and infusing a wider representation of perspectives. However, creating a multicultural environment is a combination of recruitment; retention; climate issues; pedagogy and the curriculum; organizational values, culture, and structure; and faculty and staff development. Our multicultural CRIB sheet series provides resources in all of these key areas, with each CRIB sheet focusing on resources in a particular area. Here, we explore infusing the curriculum with a multicultural perspective.

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EJ611457
Morey, A. I. (2000). Changing Higher Education Curricula for a Global and Multicultural World. *Higher Education in Europe, 25*, 1, 25-39.
Outlines a framework for changing the curricula in higher education in order to prepare students to succeed in a culturally diverse, globally interdependent world. The framework components include focused and infused curriculum changes, increase expertise of a diverse and international faculty, linkages with other universities and organizations, and recruitment of diverse and international students.

EJ591525
Heuberger, B., Gerber, D., & Anderson, R. (1999, Summer). Strength through cultural diversity: Developing and teaching a diversity course. *College Teaching, 47*, 3, 107-13.
This article describes the design of an interdisciplinary course intended to develop college students' skills in functioning both personally and professionally in a multicultural society.

ED423813
Mestenhauser, Josef A., & Ellingboe, Brenda J. (1998). *Reforming the higher education curriculum. Internationalizing the campus. Series on higher education.* Washington, DC: American Council on Education.
This book attempts to challenge assumptions about international education and urge

comprehensive curricular changes involving integration of international and global education into all disciplines.

EJ572068
Dolan, Jill. (1998, Sep-Oct). Gay and lesbian professors: Out on campus. *Academe, 84*, 5, 40-5.
Notes the contradiction between the growing body of academic research in gay and lesbian studies and the fact that gay and lesbian faculty members remain second-class citizens in academe as well as in American political culture.

ED432956
Hedges, Elaine. (1997). *Getting started: Planning curriculum transformation. Women in the curriculum series*. Baltimore, MD: National Center for Curriculum Transformation Resources on Women.
This guide is intended to help college faculty and administrators initiate, plan, and conduct faculty development and curriculum projects concerned with incorporating the content and perspectives of women's studies and ethnic studies into college curricula.

EJ546103
Goduka, Ivy N. (1996). Challenges to traditionally White universities: Affirming diversity in the curriculum. *South African Journal of Higher Education, 10*, 27-39.
A study in one traditionally white South African university suggests that in such institutions, demographic realities, political pressures, educational necessities, and moral imperatives now work for, rather than against, a shift from a historically Eurocentric, male-dominated curriculum to an inclusive one. These universities are challenged to affirm racial and cultural diversity, developing inclusive curricula.

ED382697
Gay, Geneva. (1995). *Curriculum theory and multicultural education. In handbook of research on multicultural education.*
Reviewing the literature makes it clear that developments in multicultural education scholarship meet the general criteria of curriculum theorizing in that the key concepts and parameters of the field have been defined and models and subtheories have been developed.

ED382737
Fitzgerald, Ann K., & Lauter, Paul. (1995). *Multiculturalism and core curricula. In handbook of research on multicultural education.*
Three paradigms have generally been adopted to bring about a multicultural core educational experience: (1) change in textbooks and disciplinary-based change; (2) a "diversity" requirement in the core curriculum; and (3) reconstructing Western civilization through a mandated sequence of courses. The tensions and possibilities of developing multicultural core curricula require a real commitment to change and honest debate about the political issues underlying innovations such as multiculturalism.

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ED377766
Obiakor, Festus E. (1994, November). *Multiculturalism in the university curriculum: Infusion for what?* Paper presented at the Regents Conference on Diversity and Multiculturalism in the University Curriculum, Manhattan, KS.
This paper addresses the question of how to infuse multiculturalism and diversity into American higher education curriculum. It argues that multiculturalism is not a fad, but a dynamic framework that values the complex diversity of America's pluralistic society and institutes innovative avenues for shared human interactions. The infusion of multiculturalism into higher education enhances the quality of education and exposes students to previously.ignored or under-represented ideas and points of view.

EJ471779
Scapp, Ron. (1993, March/April). Feeling the weight of the world (studies) on my shoulders. *Social Studies, 84*, 67-70.
Asserts that K-12 schools and colleges have made strong efforts to diversify faculty and student bodies and to expand multicultural and global education.

EJ462939
Belay, Getinet. (1992, Fall). Conceptual strategies for operationalizing multicultural curricula. *Journal of Education for Library and Information Science, 33*, 295-306.
Discusses the trends in multiculturalism research, the importance of cultural diversity in the curriculum, and strategies for operationalizing a multicultural curriculum in library and information science education. Topics addressed include pedagogical methodology, leaning style, and course and program design.

ED326089
Lewis, Chris H. (1990, November 12). *Developing an inclusive curriculum: A curriculum guide for multicultural education*. Minneapolis, MN: Minnesota University, Minneapolis.
This bibliography was prepared to stimulate discussion among the faculty of the General College of the University of Minnesota concerning the field of multicultural education and its impact upon the curriculum of the College. The bibliography lists resources and provides a conceptual framework for developing teaching materials and approaches to multiculturalism across the curriculum.

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